R E P O R T R E S U M E S

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THE WORLD OF EDUCATION AND THE BOARD OF EDUCATION, CITY OF NEW YORK. PROGRESS REPORT.

MOBILIZATION FOR YOUTH INC., NEW YORK, N.Y.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

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IN A REPORT ON THE CURRENT STATUS OF PROGRAMS BEING COOPERATIVELY DEVELOPED BY MOBILIZATION FOR YOUTH AND THE NEW YORK CITY BOARD OF EDUCATION, THE FOLLOWING ACTIVITIES ARE DESCRIBED--(1) INSERVICE EDUCATION COURSES FOR TEACHERS, (2) DEVELOPMENTS IN TEACHER TRAINING, (3) CURRICULUM PLANNING AND DEVELOPMENT, (4) CORRECTIVE READING PROGRAMS, (5) THE HOMEWORK HELPER PROGRAM, (6) EARLY CHILDHOOD AND PRESCHOOL PROGRAMS, (7) GUIDANCE AND ATTENDANCE PROGRAMS, (8) SCHOOL SOCIAL WORK PROGRAMS, (9) THE EDUCATIONAL GUIDANCE AND TUTORING PROGRAM, AND (10) LIAISON WITH BOARD OF EDUCATION GROUPS. (JL)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MOBILIZATION FOR YOUTH
271 EAST FOURTH STREET
NEW YORK 9, NEW YORK

THE WORLD OF EDUCATION

AND

THE BOARD OF EDUCATION
CITY OF NEW YORK

PROGRESS REPORT

MARCH 16, 1964

This report continues the story of program growth summarized in the First Annual Report on the "World of Education" issued in June, 1963, copies of which are available. It describes the current status of programs in education being cooperatively developed by Mobilization For Youth and the Board of Education in accordance with the agreement to implement the Mobilization Proposal for the Prevention and Control of Juvenile Delinquency by Expanding Opportunities, August 1962.

As ever, the Education staff wishes to express its appreciation for the assistance and counsel of its many colleagues in Mobilization For Youth and the Board of Education.

UD 002 681

I. IN-SERVICE EDUCATION FOR TEACHERS

In-service courses are designed to help teachers to an improved understanding of the disadvantaged groups of the community and to increase further the effectiveness of their teaching programs.

The following five courses were given September 1963 to January 1964.

A. THE NEGRO IN THE UNITED STATES: HISTORY AND ANALYSIS OF SOCIAL PROCESSES. (Enrollment-21)
Instructor: Mr. Cyril Tyson, Project Director HARYOU; faculty member, Social Studies Dept., Bronx Community College.

B. APPLIED MENTAL HYGIENE IN THE CLASSROOM.
(Enrollment-10)
Instructor: Mr. Louis Hay, Clinical Coordinator, Junior Guidance Classes, Board of Education; Adjunct Assoc. Professor of Educational Psychology, Yeshiva University.

C. PROGRAMED INSTRUCTION IN THE BASIC SKILLS.
(Enrollment-6)
Instructors: Dr. Lincoln Hanson, Editor, Journal for Programed Instruction and Consultant to School Boards, Center for Programed Instruction.
Mr. Paul Bisgaier, Coordinator of School Programs, Mobilization For Youth; Principal, Board of Education.

D. HOME AND FAMILY. (Enrollment-22)
Instructors: Mrs. Zetta Putter, Assistant Chief, Services to Individuals and Families (MFY) and guest lecturers.
Mr. Paul Bisgaier, Coordinator of School Programs (MFY); Principal, Board of Education.

E. ENRICHMENT AREAS IN EARLY CHILDHOOD (Enrollment-35)
Instructor: Dr. Bernice Fleiss, Assistant Director, Bureau of Early Childhood.

I. IN-SERVICE EDUCATION FOR TEACHERS cont'd.

The following are being conducted during the Spring Semester:

A. FAMILY AND SCHOOL (Enrollment-15) (C653)
Instructors: Mr. Paul Bisgaier, Coordinator of School Programs, Mobilization For Youth.
Mrs. Zetta Putter, Assistant Chief, Services to Individuals and Families (MFY).

B. INTRODUCTION TO PROGRAMED INSTRUCTION (Enrollment-14) (C651)
Instructors: Mr. Paul Bisgaier, Coordinator of School Programs (MFY).
Mr. Lincoln F. Hanson, Center for Programed Instruction.

C. EVALUATION AND USE OF PROGRAMED MATERIALS (Enrollment-10) (C652)
Instructors: Mr. Paul Bisgaier, Coordinator of School Programs, (MFY).
Mr. Lincoln F. Hanson, Center for Programed Instruction.

D. TEACHING PUERTO RICAN CHILDREN (Enrollment-28) (C654)
Instructor: Dr. Mary L. Finocchiaro, Director Graduate Program for Teachers of Puerto Rican Children, Hunter College.

E. TEACHING TECHNIQUES FOR EARLY SCHOOL READINESS (Enrollment-36) (C613)
Instructor: Dr. Bernice Fleiss, Assistant Director, Bureau of Early Childhood.

F. THE LOWER EAST SIDE COMMUNITY (Enrollment-28) (C655)
Instructors: Mrs. Gertrude Goldberg, Special Assistant to the Director of Action (MFY).
Miss Regina Weiss, Guidance Supervisor, Board of Education.

II. TEACHER TRAINING

A. LABORATORY SCHOOLS

Public School 15, Man., and Junior High School 71, Man., have been selected as Laboratory Schools. Mr. Eddie G. Ponder as Coordinator is working to develop two major projects:

1. To guide research and experimentation in the two schools.

2. To develop pre-service training programs for teachers in the MFY schools in cooperation with teacher training institutions.

Some current developments are:

The Center for Programed Instruction has used the Laboratory Schools as a resource to test out a variety of materials.

Seven student teachers (Columbia (2), New York University (3), Brooklyn (2)) are assigned to seven master teachers at Public School 15. Six student teachers (New York University-6) are assigned to six master teachers at Junior High School 71.

Periodic seminar practicums are conducted each for student teachers and master teachers of Public School 15.

II. TEACHER TRAINING cont'd.

B. PROJECT BEACON

The Graduate School of Education, Yeshiva University, sent ten interns from its Project Beacon program to the Mobilization area for intensive work this year, preparatory to their being assigned to the local schools when licensed. In addition to observation and participation in classroom work, the interns spent a considerable amount of time in selected MFY projects. They received special orientation to the dynamics of community life in this area. They were scheduled to spend considerable time in most of the Mobilization Education programs including the Reading Clinics, the Reading Centers, Homework Helper, Early Childhood, and Teacher Training. The Coordinator of the Laboratory School program at Mobilization took responsibility jointly with a representative from the University to design, plan, and coordinate these intensive experiences.

In addition to serving in a variety of specially designed education programs, the interns spent time in various social work projects sponsored by Mobilization. They familiarized themselves with the problems of family life in the area. They learned more about social services to individuals and gangs. They received the benefit of this kind of orientation under the direction of Mobilization's Training Department.

On the basis of this year's experience, plans are being prepared for implementation during 1964-1965.

In all, this intensive and extensive introduction to life and learning in a slum area marked an exciting new departure in teacher training programs. It is hoped that the program will produce better prepared, more dedicated teachers for the schools in the local area. Currently, the interns are serving as substitutes in MFY area schools.

III. CURRICULUM PLANNING AND DEVELOPMENT

A. CURRICULUM CENTER

Curriculum staff members are assigned to local schools to provide assistance to the teachers by suggesting methods, locating and obtaining audio-visual and printed materials, and responding to requests and suggestions of teachers in adapting the city-wide curriculum to local school needs. Staff members meet with the District Curriculum Committee to pool ideas and resources. The Committee has been established for the purpose of initiating, stimulating, and coordinating the planning, production, and testing of educational proposals and materials.

The Center resources are shared with other MFY programs. Thus, materials and equipment have been provided for the Adventure Corps, the Negro Action Group, etc. In connection with the Laboratory School program, the Center provides its resources to students from many teacher education institutions and conducts workshops on methods and materials.

In addition to providing these curriculum-improvement services in the MFY schools, staff members are developing and testing materials in guidance, language arts-Primary Grade, science-reading-Grade 5, and Junior High School mathematics, including materials drafted in the summer workshop.

Programs submitted by the Center for Programed Instruction are being field-tested in the MFY area schools throughout the school year.

As part of the Mobilization Voter Registration Drive the Center developed a teacher's resource "package" for distribution. This includes curriculum materials designed to motivate pupils to discuss the importance of registration with their parents. The Center conducted a series of interviews with principals to evaluate the materials supplied to the teachers.

Curriculum Center staff has assumed responsibility for the publication of the Education Newsletter which has been issued periodically.

III. CURRICULUM PLANNING AND DEVELOPMENT

A. CURRICULUM CENTER cont'd.

At the request of the U.S. Office of Education, the Curriculum Center staff sent teaching material to the Free School Association, which has re-opened schools for Negro children in Prince Edward County, Virginia. In addition to commercial materials and curriculum bulletins, the package included teaching materials developed in the summer workshops as well as filmstrips and audio-visual guides, annotated lists of materials and their sources.

The Curriculum Center Library has processed, reviewed and circulated a fairly extensive collection of books for teacher and pupil use.

The Curriculum Program has two major goals--Curriculum Improvement and Curriculum Materials Development. Plans for next year include a reorganization of the program to make more resources available for materials production.

CURRICULUM PROGRAM - STATUS REPORT

JULY 1, 1963 - January 31, 1964

MATERIALS

Pupil Material Projects	#Schools	#Pupils Affected	#Teachers per Service
Jr. H. S. Math Problems	2	1200	50
Experimental Guidance - JHS	1	90	3
Experimental Rdg. Materials JHS (Turner)	1	90	3
Experimental Rdg. Materials (Gr. 1-2)			
" Rosita "	1	100	3
" Juan Bobo "	1	100	3
Science Reading (Experimental Materials still in Production)	0	0	
Teacher Materials			
"Register and Vote" - Teachers Guide	21*	±21000‡	1250
"Books About Puerto Rico and for Puerto Rican Children" and Teachers Guide	21*	21000	1250
Education Newsletter	32**		1250
Newsletter Abstract Service (Average 450 per month for Oct., Nov., Dec., Jan.)	21*		1800
"Guide to Negro History and Culture Contribution"	21*		1250***
A-V Materials Arranged, Loaned, or Given			
Total # (7/1/63-1/31/64) 42	18	3780	126
Curriculum Consultation Services			
P. R. Materials	8	1560	52
Staff Conferences, Workshops, etc.	5	1440	480
Curriculum Library Service to Tchrs.			
* Monthly Average		1500	50
		51860	7570

*One copy to each teacher in MFY area.

**MFY Education Newsletter is issued monthly to all teachers in MFY area, in addition to all other teachers in Districts 1-2-3-4 at request of Asst. Supt.

***Purchased by Curriculum Center and distributed to all professional education staff in MFY schools. Data on implementation not yet available.

‡ Average of 2 lessons per teacher taught from this material. Range from 1 to 18 per teacher.

III. CURRICULUM PLANNING AND DEVELOPMENT cont'd.

B. CENTER FOR PROGRAMED INSTRUCTION

The Center has reviewed some 100 commercially published programs in its attempt to find meaningful and useful programs that have promise for use with MFY are children.

Most commercially produced programs have already been screened. The Center is currently examining those programs which were recently published or those that become available through other means than commercial publishers.

The following ten programs were selected as potential candidates for classroom use:

1. Decimal Number, Vol. I, TMI-Grolier, New York; Grade Level: 10, 11 yr. old 8th graders.

2. Programed Prereading and Programed Reading, McGraw-Hill, New York; Grade level: Kindergarten to Grade 3; Time: undetermined.

3. The Basal Progressive Choice Reading Program, Institute of Educational Research, Inc., Washington, D.C.; Grade level: ages 6-18, retarded, I.Q., 20-80; Time: undetermined. (Teacher's Manuals - CycleI: Segment 1-5 inclusive).

4. Learning How to Use the Dictionary, Macmillan, New York; Grade level and time: undetermined.

4a. Learning How to Use the Dictionary, Macmillan, New York; (Teacher's Manual).

5. Vocabulary Growth: Divide and Conquer Words, Coronet Instructional Films, Chicago; Grade level: High School.

6. Experiments with Sound, Learning Inc., Tempe, Arizona; Grade level and time: undetermined.

7. The Biggest Reptiles: Alligators and Crocodiles, Learning Inc., Tempe, Arizona; Grade level and time: undetermined.

8. Division By Zero-Impossible, Learning, Inc., Tempe, Arizona.

9. Addition of Like Fractions, Graflex, Inc., Rochester, New York

10. Spelling, Weston (Massachusetts) School System.

From these ten programed textbooks, the Center selected two of the shortest programs, the simplest to administer. These programs, The Biggest Reptiles: Alligators and Crocodiles (4 classes), and Division by Zero-Impossible (5 classes), are being tested.

In an attempt to test the feasibility of using programs within the MFY drop-out program, the Center began by selecting programs for a special group of drop-outs. Current thinking is that programed instruction cannot be used in the early stages of tutoring; it may have value after the drop-outs develop some comfortable role with their instructor.

The Center is conducting two workshops in programed instruction for MFY area teachers.

IV. CORRECTIVE READING PROGRAMS

A. MOBILIZATION READING TEACHERS

The MRT's are servicing their assigned schools four days a week; Wednesdays are spent in workshops for the development of experimental approaches to the solution of reading problems. Materials related to specific reading skills are evaluated, adapted, and prepared for testing with children. It has been agreed that beginning in September, the MRT will work with a reduced case load to devote more time to the development of materials which after testing with remedial groups will be evaluated for use in the regular classrooms.

Children Serviced: 768

Schools: P.S. 1, 4, 31, 64, 97, 177, 188, 34 (Mr. Scalea).

B. READING CENTERS

The eight MFY schools to which MRT's are assigned will be provided with materials to reinforce their experimentation. These include (1) Hand Tachistoscopes (2) Tachistoscope Attachment and Films (3) Language Master and Cards (4) Controlled Reader and Films (5) Program Instruction Material (6) A modest, simplified Language Laboratory. MRT's will be trained in the use of these materials; in turn, they will train classroom teachers.

In the other MFY area schools books and materials will be added. In the junior high schools, experimentation with classroom paperback libraries is contemplated.

V. READING CLINICS

Two reading clinics have been organized to serve Elementary and Junior High School children. The Elementary School Clinic is located in Public School 188, Man., and also serves Public Schools 15 and 97. The Junior High School Clinic is located at Mobilization Education Offices, 271 East Fourth Street. This services students from Junior High Schools 12, 22, 60, 65, 71 and Public Schools 614, 621, 622. The Clinics are exploring new approaches to providing remedial services.

The Elementary Reading Clinic provides services for pupils in Grades 4-6. In addition, two experimental programs are now being developed at the Elementary Reading Clinic--the first independently, the second in conjunction with the Junior High School Clinic.

A. EARLY CLINIC INTERVENTION

In accordance with the proposal stated in the Mobilization For Youth Annual Report, June, 1963, namely that "attempts will be made to undertake a program designed to prevent serious reading disability early in the child's life at school", a pilot project is being initiated at Public School 188 to investigate the following:

1. Will early Clinic intervention (first grade) prevent serious reading disability early in the child's life at school?

2. What programed techniques and/or materials for early prevention can be used in Clinic which have applica- to the classroom?

The children in this program have been selected on the basis of teacher evaluation and recommendations.

B. SUPPLEMENTARY TEACHING ASSISTANCE IN READING (STAR)
(in conjunction with the Junior High School Clinic)

It is believed that parents can play a unique and important role in influencing a child's motivation toward learning. With guidance and professional training by Clinic personnel,

V. READING CLINICS

B. SUPPLEMENTARY TEACHING ASSISTANCE IN READING (STAR) cont'd.

parents can become involved in their child's reading experience. This can have wide-reaching implications in terms of developing positive attitudes toward learning and in reinforcing reading skills. To that end, a guide for a series of meetings with parents has been developed by the Clinic staff. These meeting will not only focus on talks and demonstrations by the Clinic staff, but will also teach parents simple techniques so that they may become actively involved in their child's reading progress. Several meeting have been held. Attendance has been must encouraging; cooperative activities are being developed.

The Junior High School Reading Clinic Children are seen twice weekly in groups of four, except when individual service is indicated.

As mentioned above, a program to involve parents in helping their children with reading activities has been designed in conjunction with the Elementary Reading Clinic. Clinic staff will clarify for each parent the reading status of his child, demonstrate and teach specific techniques and make available resource materials whereby additional reading help can be given at home.

Another Clinic project is concerned with the development of concrete, sequential lesson plans to be used for the teaching of specific reading skills. This work is predicated upon the assumption that certain problem-solving techniques are common to all skill areas.

S T A T I S T I C A L R E P O R T

January 29, 1964

ELEMENTARY READING CLINIC

SCHOOL	NO. OF PUPILS SERVED GRADES 4-6	DATE OF BEGINNING INSTRUCTION	NO. OF SESSIONS TO DATE
P.S. 188	26	11/18/63	20
P.S. 15	20	12/2/63	16
P.S. 97	12	12/2/63	16
	GRADE 1		
P.S. 188	8	2/4/64	.....
TOTAL	66		

JUNIOR HIGH SCHOOL READING CLINIC
(September 1963-February 1, 1964)

PUPILS PRESENTLY UNDER INSTRUCTION

SCHOOLS	NUMBER
JHS 12	7
22	20
71	26
P.S.614	6
JHS 60	18
65	7
P.S.621	1
622	1
TOTAL	86

Waiting List 10 Pupils

V. READING CLINICS cont'd.

JUNIOR HIGH SCHOOL SUMMER READING CLINIC PROGRAM

July 8 - August 23, 1963

While service is an intrinsic part of the Junior High School Reading Clinic, it is not the major objective. It is the commitment and obligation of this program to translate its work and instruction into improved classroom practices and teaching. This is the only way to deal with the tremendous numbers of reading retardates in the MFY area.

There are several characteristics and problems of the junior high school age group in the MFY area which make the work of the Junior High School Reading Clinic particularly critical:

1) The program and structure of the junior high school are such that the major emphasis is on content rather than basic skills.

2) Peer pressures are particularly intense at this age. Hence, there is likely to be more alienation from school than at any other time.

3) Reality is closing in. The end of school years is in sight, either via dropping out or by successfully completing high school.

4) The recognition that there will soon be a need for employment and the fear that they will not qualify cannot be ignored any longer.

5) The parents of low-achievers feel particularly hopeless at this stage. Of course, the children tend to feel the same way.

The general orientation of the Junior High School Reading Clinic is toward the pupil. It is not primarily a curriculum-oriented project. The major tasks are to re-motivate the children toward learning, to utilize materials of interest and pertinence to him, and to teach the skills he needs. During all of this, many aspects are examined--materials, skills, methods, techniques and their relationships.

Of the 264 seventh, eighth, and nineth grade children referred by their schools to the Junior High School Reading Clinic summer program, 240 were scheduled as of July 8, 1963 for regular bi-weekly ... lessons.

No more than four children were assigned to a clinician for any one instructional period. Six remedial reading clinicians were on staff.

Thirty one children never appeared at the Clinic and were dropped from the schedule after due notice. Another 35 children were later dropped because of exceedingly poor attendance. Twenty one children were added to the program. This left a core of 195 children under instruction who attended with considerable regularity. The regular participants in the program constituted 81% of the number originally referred.

Over-all attendance at the Clinic averaged 91.1%. The range was from 100% attendance for those scheduled for eight lessons or less to an attendance figure of 85.1% for those scheduled for fourteen lessons.

A selected small group of 40 pupils was retested with standardized reading tests at the end of seven weeks. Re-test results ranged from -1.1 to +3.3. The median gain was .9.

The first thing learned from the summer program was that the children were willing and able to avail themselves of Clinic services on a regular basis.

In addition, many insights were gained which were to serve as guidelines for special projects to be developed during the fall program. One project to be pursued in detail is the development of a series of sequential lesson plans predicated upon the assumption that certain problem-solving techniques are common to all skill areas, not just reading.

JUNIOR HIGH SCHOOL SUMMER READING CLINIC PROGRAM

T A B L E I

SCHOOL	TOTAL *SCHEDULED (by 7/8/63)	TOTAL UNDER INSTRUCTION
JHS 60	42	28
JHS 12	73	54
JHS 65	14	12
JHS 71	43	35
JHS 614	3	2
JHS 22	65	64
TOTALS	240	195

*Two hours per week per child

VI. HOMEWORK HELPER PROGRAM

This year the Program is servicing two additional schools, (Public School 97 and 188) to total eleven after-school centers. Several new features have been added to the Program:

1. Tutorial activities will be focused primarily on reading skills. In all centers, the tutors will attempt to lead their pupils into reading activities, either directly by reading practices and exercises, or indirectly through activities in science, mathematics, social studies and educational games.

2. In one center, special stations will be established at which particular word attack skill activities will be conducted. The pupils will be directed to various stations by the Master Teacher in keeping with their scores on a diagnostic test of word attack skills. Each pupil will continue to work at a particular station until it is felt that he is ready to move on to the next station. The high school helpers will operate the various stations and lend support and encouragement to the pupils. Alan Cohen, MFY Reading Director, is working closely with this program.

3. In several centers, half of the pupils will attend two homework helper sessions each week, and the other half of the pupils will attend only one session each week. We have reason to believe that the frequency of the sessions may prove to be an important variable in the success of this kind of program. These double sessions centers will provide a population in which we can examine length of "treatment" as an independent variable.

A research proposal, as requested by Dr. Samuel D. McClelland of the Bureau of Educational Research, has been submitted.

Evaluation of the program will be conducted May-June, 1964.

Pupils involved: 240 High School Tutors
570 fourth and fifth Grade Pupils

VII. EARLY CHILDHOOD AND PRE-SCHOOL PROGRAMS

A. EARLY CHILDHOOD ENRICHMENT

Efforts are being directed toward introducing enrichment practices and materials in the kindergarten and first grade classes in the area, starting with the teachers enrolled in the course Enrichment Areas in Early Childhood being conducted by Dr. Bernice H. Fleiss, Consultant to the Program. Twelve schools in the area are involved in this program.

B. KINDERGARTEN FOR FOUR YEAR OLDS

Four classes (Public School 4 and 177) began on September 23 after pupil screening and parent consultation by the guidance counselors at the respective schools.

C. THERAPEUTIC CURRICULUM

In accordance with the MFY contract, with the Institute for Developmental Studies, New York Medical College, two classes are in session; one at Public School 97, Man.; the other at Public School 2, Man.

EARLY CHILDHOOD

School	Teachers		Classes		Register	
	Kg.	Grade 1	Kg.	1st	Kg.	1st
2	1	1	2	1	47	27
4	2	3	4	3	62	72
15	2	2	4	2	94	52
31	2	2	4	2	70	43
61	3*	3	4*	3	125	92
63	1	1	2	1	42	23
64	1	-	2	-	49	-
97	3*	2	4*	2	109	50
122	1	1	2	1	34	26
140	2	2	4	2	92	54
177	1	1	2	1	30	29
188	1	1	2	1	43	266
	20	18	40	19	302	504

* Includes Double Classes

4 year old

School	Teachers	Classes	Children
4	1	2	25
177	1	2	29

VIII. GUIDANCE PROGRAM

In addition to the regular Board of Education guidance services, as indicated in the June report, MFY counselors are conducting a series of small groups programs focused on the adaptation of guidance techniques to aid children more effectively in overcoming various learning , mainly in reading. Here, the emphasis is upon the establishment of a relationship and motivation to find excitement in words and books. It is a knitting together of guidance and remedial reading.

1. P.S. 1 One group, 1 girl and 4 boys, third grade, retarded in reading.
   One group, five sixth-grade boys, underachievers.
2. P.S. 2 Three groups, five each, thrid grade, retarded in reading.
3. P.S. 4 One group, 4 children, second grade, retarded in reading.
4. P.S. 15 One group, 4 boys, fifth grade, behavior problems, retarded in social and academic learnings.
5. P.S. 31 One group, 5 children, fourth grade, needing enrichment and improvement of reading skills, development of interests.
6. P.S. 34 Four groups, second and third grades, focus on building experiential background. (Total of 13 children).
7. P.S. 61 One group, 10 children, fourth grade, exploring rule-making and group control.
   One group, 4 children, third grade, acting-out "non-listeners."
8. P.S. 63 One activity play group, third grade boys, emotionallydisturbed, supervised by Mortimer Schiffer of Bureau of Educational and Vocational Guidance.
9. P.S. 64 One activity play group, 6 boys in grades 3 and 4, supervised by Mr. Schiffer.
   Second group, boys and girls in first grade, about to be started.
10. P.S. 97 One group, 5 children, boys and girls, grade two, retarded in reading.

11. P.S.110 Two groups, 5 children each, second grade, retarded in reading.
    One group, 5 children, first grade, not motivated to learn.

VIII. GUIDANCE PROGRAM cont'd.

11. P.S. 110 One group, 5 girls, preparing to enter H.S.
One group, 5 boys, fourth grade, social problems.

12. P.S. 122 One group, 5 children, second grade, seven year olds, retarded in reading.
One group, 5 children, second grade, eight year olds, retarded in reading.

13. P.S. 134 Three groups, 6 in each, second and third grade, retarded readers, hold-overs.

14. P.S. 177 One group, 5 children, grades 1 and 2, children having trouble adjusting to the classroom.
One group, 6 Puerto Rican children, various groups, underachievers, emphasis upon study habits and self-motivation.

15. P.S. 188 One group, 5 children, third grade, retarded readers and reluctant learners.
One group, 5 children, second grade, to be started shortly.
One group, 4 children, fourth grade, shy, limited in experiences, verbal fluency.

16. P.S. 140 One group of second graders, retarded in reading.

GUIDANCE
REPORT ON PROGRAM STATUS
Sept. 1963-Feb. 1964

PREPARED BY: Regina C. Weiss, Supervisor of Guidance

Isabelle S. Dombrow, District Guidance Coordinator

a. Number of Schools served:
16 elementary
5 junior high schools
1 district office

b. Titles of staff members:

Area Supervisor of Guidance	1 (BEVG)
District Guidance Coordinator	1 (BEVG)
Counselor Assigned to District Office	1
Elementary Counselors	16 and 3/5*
J.H. School Ed. & Voc. Counselors	10 and 2/5**

c. Clientele served:

Elementary school children served between Sept. and Feb.	2,326
Number of elementary school parents served	1,019
Junior High School pupils served, Sept.-Feb.	5,600
Junior High School parents served, Sept.-Feb.	490

d. Professional Staff--titles and number of professional staff served (Elementary schools):

Principals	16
Assistant Principals	21
Teachers	552
Homebound Teacher	1
Science OTP	1
Corrective Reading Teachers	12
Reading Improvement Teachers	11
NE Coordinator	5
ADNS Teachers	6
Auxiliary Teachers	11
Speech Teachers	8
Librarians	6
Nurses	16
Doctors	9
Attendance Teachers	16
BCG Social Workers, Psychologists	12
MFY Reading Teachers	1
Teacher Training Consultant	1
CRMD Guidance Consultant	1
CRMD Supervisor	1
MFY Social Workers	4
Teachers Aides	3
Community Group Workers, Social Workers, etc.	Many

* 13 are MFY, 3 and 3/5 are BEVG personnel

** 10 and 2/5 are BEVG personnel

IX. ATTENDANCE PROGRAM

The MFY Attendance Program is functioning smoothly in the five junior high schools involved. The program is unique in that there has been no reduction in the field-oriented program but that in addition the school based program's keynote is providing on-the-spot attendance services (upon early identification), to potential truants and other unlawful absentees for the amelioration of socio-economic and/or education problems before they develop to such a magnitude as to overwhelm and immobilize them and their parents. Immobilization results in school misbehavior, academic retardation, severe school absenteeism and school dropout.

In order to accomplish these goals the Mobilization For Youth attendance teacher does the following:

1. He reviews, on a regular basis, the roll books of the classes whose percentages of attendance during the previous school period were markedly lower than the other classes on that grade level. The attendance teacher, while reviewing the roll book, is sensitive to identification of the beginning or incipient absentee. He then decides to work on a short-term or intensive basis with the youngster. (See item 3 below)

2. The Mobilization for Youth attendance teacher interviews the returned school absentee where the pupil is in need of some continuing type of help which cannot be accomplished during a single interview with the Attendance Coordinator. In such cases, the Mobilization for Youth attendance teacher follows through as the needs present themselves. (See item 3 below)

3. The Mobilization for Youth attendance teacher plans and conducts interviews with absentee children and their parents on a short-term or intensive basis.

4. The Mobilization for Youth attendance teacher has the responsibility of assisting the principal and classroom teachers in strengthening the school attendance program. The attendance teacher, therefore, consults with all school personnel on an individual and group basis for the purpose of clarifying individual and school attendance procedures.

5. Families newly arrived in the area may be unfamiliar with school and community services available to them. Sometimes there is the need to motivate community parents to value

IX. ATTENDANCE PROGRAM cont'd.

education and to assume a positive role in bridging the gap between the home and the school. The Mobilization For Youth attendance teacher is available to parents who feel that they need some service, which, if not provided, will adversely affect their children's school attendance. All Mobilization For Youth parent education workers have been oriented and advised to encourage parents with whom they are working to visit the attendance teacher in their child's school for assistance with the afore-mentioned problem.

Mobilization For Youth programs and community agencies are fully aware of the existence of the Mobilization For Youth attendance teachers and are also encouraged to refer families for help. All such referrals are evaluated and appropriate plans evolved in conjunction with the cooperating services.

ATTENDANCE PROGRAM STATUS REPORT
(Sept. 1963-Jan. 1964)

a. Schools served: Junior High Schools 12, 22, 60, 65, 71, Man.

b. Clientele served:

(1) Children - Current load
(a) Intensive - 89 children
(b) Short-term - 218 children
Total number of children served between September 1963 and January 31, 1964 - 710 children

c. Number of contacts made with: (From Sept. 1963-Jan. 31, 1964)

(1)	Children	- 1517
(2)	Mother	- 633
(3)	Father	- 176
(4)	Parent and child	- 129
(5)	Sibling	- 64

d. Number of contacts by types: (From Sept. 1963-January 31, 1964)

(1)	Scheduled school interview	- 726
(2)	Unscheduled school interview	- 1079
(3)	Home visit	- 89
(4)	Correspondence/memo	- 219
(5)	Conference	- 1589
(6)	Other	- 1090

e. Referrals and consultations: (From Sept. 1963-January 31, 1964)
(1) Number of referrals to Mobilization For Youth Programs and community social agencies.....328
(2) Number of consultations with Mobilization For Youth programs (including World of Education) and community social agencies.....3005*
Total referrals and consultations.....3333
(3) Number of referrals and consultation to World of Education programs.....2133

*This figure does not include initial referral contact.

X. SCHOOL SOCIAL WORK PROGRAMS

Social workers are now based at Mobilization in conjunction with the World of Services to Individuals and Families. In addition, they have assumed responsibility for conducting the workshops of the Home and Family Course, fall session and Family and School, spring session. Dr. Richard Cloward, Director of Research for MFY, is the lecturer of these courses. Because of the small number of teachers enrolled in the Home and Family Course, a series of workshops to train teachers in the skills of home visits has been organized. On the basis of the number of teachers from each school enrolled in the Social Work Program, assignments of social workers were made to Public School 2, 4, 15, 97 and 140, and Junior High School 22 and 60. The other schools in the area may occasionally call requesting service which may be given on an emergency basis.

XI. EDUCATIONAL GUIDANCE AND TUTORING PROGRAM

This program is continuing to service youngsters in the World of Work, and the Reintegration Program for Youthful Offenders. An extensive analysis of tutoring and guidance needs and the preparation of appropriate materials is in progress; a program pattern is being prepared to systematize aid in basic language and number skills, and to provide educational guidance service to youths referred from all MFY Programs.

During the past few months, new referral procedures have been initiated and diagnostic evaluation of each applicant has been developed to permit small group instruction, such that new enrollees are assigned to small work groups on the basis of remedial needs, ability level and interpersonal considerations.

The guidance part of the program provides educational counseling to youths desiring to return to school or wanting information about educational or vocational training opportunities beyond the scope of MFY services.

XII. LIAISON

1. The MFY Principals Advisory Committee has met periodically for discussion of specific MFY Programs.

2. The Human Relations Unit of the Board of Education met with MFY staff on February 27 for an overview of MFY and a detailed presentation of the Group and Community Organization Program.

3. Staff of the MFY Curriculum Center will soon begin meeting with the Curriculum Committee of Districts 1 - 4.

4. Time is devoted at each monthly conference of the District Principals to keep principals informed of current program developments.